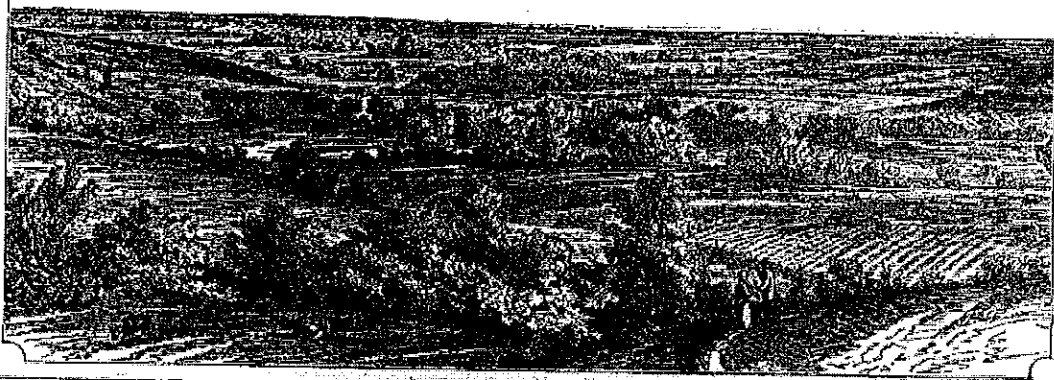


Railroad Advertisement

PRODUCTS WILL PAY FOR LAND AND IMPROVEMENTS!

MILLIONS OF ACRES

View on the Big Blue, between Camden and Grete, representing Valley and Rolling Prairie Land in Nebraska.



IOWA AND NEBRASKA LANDS

FOR SALE ON **10** YEARS CREDIT
BY THE

Burlington & Missouri River R.R. Co.

AT 6 PER CT. INTEREST AND LOW PRICES.
Only One-Seventh of Principal Due Annually, beginning Four Years after purchase.
20 PER CENT. DEDUCTED FROM 10 YEARS PRICE, FOR CASH.

LAND EXPLORING TICKETS SOLD
and Cost allowed in First Interest paid, on Land bought in 30 days from date of ticket.
Thus our Land Buyers **GET A FREE PASS** in the State where the Land bought is located.
These **TERMS** are **BETTER** at \$5, than to pre-empt United States Land at \$2.50 per Acre.
EXTRAORDINARY INDUCEMENTS on FREIGHT and PASSAGE are AFFORDED TO PURCHASERS and THEIR FAMILIES.

Address **GEO. S. HARRIS, LAND COMMISSIONER,**
or **T. H. LEAVITT, Ass't Land Comm'r, Burlington, Iowa.**

Or apply to

FREE ROOMS for buyers to board themselves are provided at Burlington and Lincoln.

CIRCULARS are supplied GRATIS for distribution in ORGANIZING COLONIES and to induce individuals to emigrate WEST.

A SECTIONAL MAP, showing exact location of our IOWA LANDS is sold for 30 Cents, and of NEBRASKA LANDS for 30 Cents.

Railroad Advertisement

RICH FARMING LANDS!

ON THE LINE OF THE Union Pacific Railroad!

Located in the GREAT CENTRAL BELT of POPULATION, COMMERCE and WEALTH, and adjoining the WORLD'S HIGHWAY from OCEAN TO OCEAN.

12,000,000 ACRES!

3,000,000 Acres in Central and Eastern Nebraska, in the Platte Valley, now for sale!

We invite the attention of all parties seeking a HOME, to the LANDS offered for sale by this Company.

The Vast Quantity of Land from which to select, enables every one to secure such a location as he desires, suitable to any branch of farming or stock raising.

The Prices are Extremely Low. The amount of land owned by the Company is so large that they are determined to sell at the cheapest possible rates, ranging from \$1.50 to \$8.00 per acre.

The Terms of Payment are Easy. Ten years' credit at six per cent interest. A deduction of ten per cent for cash.

The Location is Central, along the 41st parallel, the favorite latitude of America. Equally well adapted to corn or wheat; free from the long, cold winters of the Northern, and the hot, unhealthy influences of the Southern States.

The Face of the Country is diversified with hill and dale, grain land and meadow, rich bottoms, low bluffs, and undulating tables, all covered with a thick growth of sweet nutritious grasses.

The Soil is a dark loam, slightly impregnated with lime, free from stone and gravel, and eminently adapted to grass, grain and root crops; the subsoil is usually light and porous, retaining a moisture with wonderful tenacity.

The Climate is mild and healthful; the atmosphere dry and pure. Epidemic diseases never prevail; Fever and Ague are unknown. The greatest amount of rain falls between March and October. The Winters are dry with but little snow.

The Productions are wheat, corn, oats, barley, rye and root crops, and vegetables generally. Flax, sweet potatoes, sorghum, etc., etc., do well and yield largely.

Fruits, both Wild and Cultivated, do remarkably well. The freedom from frosts in May and September, in connection with the dry Winters and warm soil, renders this State eminently adapted to fruit culture.

Stock Raising in all its branches, is particularly profitable on the wide ranges of rich pasturage. Cattle and sheep

feed with avidity and fatten upon the nutritious grasses without grain; hogs thrive well, and wool growing is exceedingly remunerative.

Timber is found on the streams and grows rapidly.

Coal of excellent quality, exists in vast quantities on the line of the road in Wyoming, and is furnished to settlers at reduced rates.

Market Facilities are the best in the West; the great mining regions of Wyoming, Colorado, Utah and Nevada, are supplied by the farmers of Platte Valley.

The Title given the purchaser is absolute, in fee simple, and free from all incumbrances, derived directly from the United States.

Soldiers of the Late War are entitled to a Homestead of one hundred and sixty acres, within Railroad limits, which is equal to a bounty of \$400.

Persons of Foreign Birth are also entitled to the benefits of the Free Homestead Law, on declaring their intentions of becoming citizens of the United States; this they may do immediately on their arrival in this country.

For Colonies, the lands on the line of the Union Pacific Railroad afford the best locations in the West.

TOWN LOTS FOR SALE VERY CHEAP in the most important towns on the line of the Road, affording excellent opportunities for business or investments.

Full information in regard to lands, prices, terms of sale, &c., together with pamphlets, circulars and maps, may be obtained from all the Agents of the Department, also the

"PIONEER."

A handsome ILLUSTRATED PAPER, with maps, etc., and containing the HOMESTEAD LAW. Mailed free to all applicants. Address

O. F. DAVIS,
Land Commissioner, U. P. R. R.
OMAHA, NEB.

Union Pacific Railroad poster, about 1875.

—Union Pacific Railroad

Unit 4, Activity 1

Follow the Buffalo

Theme:

American Indians lived off the land for generations, using what the land provided and adapting to a lifestyle based on survival.

Objectives:

1. Students will be able to name one type of house that American Indians lived in.
2. Students will be able to name two ways the American Indian utilized the land to survive.

Materials Needed:

Pictures of the types of homes the American Indians lived in, parts of a bison

Subject: social studies, science

Skills: understanding, analyzation

Methods: On-site at Homestead National Monument of America, students will explore the world of American Indians through discovering how they used the bison, prairie, and crops. This activity is conducted at the Education Center at Homestead National Monument of America.

A member of the monument staff will be conducting the following program:

1. Ask students what types of houses the American Indians lived in on the plains? (This is to find out the knowledge base of the students) Explain to students that there were two cultures of American Indians on the Plains - Earth Lodgers and Tipi Dwellers. Explain how the two lived.
2. First - The Bison Grocery Store. The instructor will show the parts of the bison, explaining the different uses by American Indians and the concept that all parts were utilized.
3. Second - The Crops of the Earth Lodgers. The instructor will explain that American Indians also grew plants like corn, squash, and beans, and preserved them in storage caches.

Adapt to Classroom use: Set up centers similar to the above three steps in the classroom for students to discover the uses of the bison, planting crops, and plants of the prairie.

An Exploring Experience: Have students write a story choosing an American Indian Tribe and describing a day in the life of one person in that tribe.

3. Ask students where the neighbors in the narrative are from. Show students the world map. Ask where they think people moved from when they came west. Explain to students that people came from east of the Mississippi River in the U.S. and from Europe for many different reasons.
4. Explain to students that they will learn about some of the people who moved west and some of the reasons why they moved.
5. Divide students into groups of 6 and give each group a copy of the paper game board. Hand out People Who Moved West cards, one to each student. The cards come in packets of six. Be sure each group gets six groups of cards. Card groups are as follows: 1) an elderly woman from Pennsylvania, 2) an African-American family from South Carolina, 3) a family from Germany, 4) a single female from Virginia, 5) a man from Czechoslovakia, 6) a Civil War Veteran and his family from Ohio.
6. The idea of the game is for students to gather information about their person and share this information with the rest of the students in their group. Students need to gather all 5 cards related to their individual by moving across the game board. Students will have to roll the dice to move to a different square and do what that square tells them to do. To start, roll the dice. The person with the lowest number goes first. Continue in a clockwise order. As each student starts, they must read their card to the group. There are 6 piles of cards next to the board for the different information on the people. The piles are: 1) Person Card tells who they are, 2) Family Card tells if they have a family or not, 3) Travel Card tells how they traveled west, 4) Reason Card tells why they came west, 5) Possessions Card tells what they brought with them, and 6) Living Card tells what the people did before they left their homeland. When students land on or **pass over a game board square that tells them to pick up an information card**, they need to pick up the one that matches the number on their Person cards. They must read that information to the group. Then it becomes the next person's turn. The game continues until each player finishes and collects all 6 information cards for his/her person. They do not need to roll the exact number to finish.
7. Gather students back together. Ask what they learned about the people who came west to homestead. Where were they from? Why did they come west to homestead? What do they think happened to them on their claims?

An Exploring Experience: Have students collect information on where their ancestors came from and ask if anyone knows why they moved. Either have students make a collage of the countries their ancestors came from or have students choose one country. Have students include pictures of items that come from that coun-

Unit 4, Activity 2

The People Who Came West

Theme:

Many different types of people came to the Great Plains to make a better life for themselves and their families. The railroads and homestead communities advertised in Europe "free land" in America. Many people came to the U.S. to stake a claim.

Objectives:

1. Students will be able to state one reason that people from the east came west.
2. Students will be able to state why African Americans came west.
3. Students will be able to state why European immigrants came to the U.S. and what they hoped would happen in this new land.

Materials Needed: Material Sheet: People Who Came West Cards, world map, board game

Subject: social studies

Skills: analyzing, moving objects

Methods: Students will learn about the different groups of people that came west to homestead through an activity that assigns each student a person to role play.

1. Explain to students that many different people came west to homestead bringing with them their own hopes, dreams, and cultural backgrounds.
2. Read the narrative statement to students.

Narrative:

Out here in the west, when I first came out to claim land, there were very few white men and even fewer white women. Many Indian tribes once inhabited the Plains. The government moved them to reservations to make room for the new settlers. At first I was very leery about meeting or seeing Indians as I had heard stories about them thieving and killing. Can't say I found much truth in the stories. Sometimes a few braves would walk right into your home and want food, but I don't think they meant much harm. They'd give my wife a scare; eat a bit of our food, and leave. They live very differently from the way I live, but after learning about their ways, it seems to me to make some sense. The Omaha, Ponca, Pawnee, Otoe, and the Sioux once lived on this land. Some still pass by now and then on horseback to and from the reservations. They tell me their people have been here a long time, many generations, and they worked out the best ways to live with the prairie. At least it's the best way for them.

In the years following the "War Between the States," many ex-slaves or freedmen came west to make a better life for themselves. They were called "Exodusters" and many of them settled in Kansas and Nebraska in communities like Nicodemus, Kansas, Omaha, Nebraska, and Brownlee, Nebraska in Cherry County. Some settled even further west in several other territories. The Shore family lived about six miles away from me and came from South Carolina and Canada. They considered homesteading a new opportunity, where they could have something they never had before - their own land. My other neighbors, the Clanceys, came from Ireland during the second potato famine fleeing from religious strife and hunger. Several of my neighbors were from other places in Europe like Czechoslovakia, Sweden, and Germany. They all left their homelands to come to the land of "milk and honey." In many ways, my neighbors were like me, searching for something better. True, they had different ways, spoke different languages, but they were good people. They formed the helpful community we belonged to.

<p>Person #2 An African American from South Carolina</p>	<p>Person #1 Elderly person from Pennsylvania</p>
<p>Person #4 22 year old from Virginia</p>	<p>Person #3 25 year old from Germany</p>
<p>Person #6 Civil War Veteran in late 20's from the Ohio Valley</p>	<p>Person #5 30 year old from Czechoslovakia</p>
<p>Person #2 You have a spouse and 3 children</p>	<p>Person #1 You have 3 adult children and 2 grandchildren</p>
<p>Person #4 You are single</p>	<p>Person #3 You have a spouse and 4 children</p>
<p>Person #6 You have a spouse and 2 children</p>	<p>Person #5 You are single</p>

People Card Person #1	People Card Person #2
People Card Person #3	People Card Person #4
People Card Person #5	People Card Person #6
Family Card Person #1	Family Card Person #2
Family Card Person #3	Family Card Person #4
Family Card Person #5	Family Card Person #6

<p>Person #2 Traveled by train and then horseback</p>	<p>Person #1 Traveled by wagon</p>
<p>Person #4 Took the train to Omaha and then bought a buckboard</p>	<p>Person #3 Traveled by boat to the U.S. and then by train</p>
<p>Person #6 Traveled by train and then bought a wagon</p>	<p>Person #5 Traveled by boat to the U.S. and then by train</p>
<p>Person #2 You wanted to own land and work for yourself</p>	<p>Person #1 You wanted land for your chil- dren</p>
<p>Person #4 You could own land some- thing you could not do in Vir- ginia</p>	<p>Person #3 You came to the U.S. for free land, something not heard of in Europe</p>
<p>Person #6 The government offered land to veterans who fought in the Civil War</p>	<p>Person #5 You could own land and be free</p>

**Travel Card
Person #1**

**Travel Card
Person #2**

**Travel Card
Person #3**

**Travel Card
Person #4**

**Travel Card
Person #5**

**Travel Card
Person #6**

**Reason Card
Person #1**

**Reason Card
Person #2**

**Reason Card
Person #3**

**Reason Card
Person #4**

**Reason Card
Person #5**

**Reason Card
Person #6**

<p>Person #2 3 carpetbags filled with clothes</p>	<p>Person #1 1 trunk and bag filled with clothes and mementoes</p>
<p>Person #4 1 trunk filled with clothes and household things</p>	<p>Person #3 2 bags filled with clothes and 1 box of tools</p>
<p>Person #6 1 trunk filled with good clothes and household things</p>	<p>Person #5 Brought carpentry tools and clothes</p>
<p>Person #2 He was a slave on a plantation and was freed after the Civil War</p>	<p>Person #1 She is a widow and worked with her husband on their farm</p>
<p>Person #4 She was a school teacher</p>	<p>Person #3 He worked as a blacksmith</p>
<p>Person #6 He was a farmer and then a soldier in the Civil War</p>	<p>Person #5 He was a carpenter</p>

Possessions Card Person #1	Possessions Card Person #2
Possessions Card Person #3	Possessions Card Person #4
Possessions Card Person #5	Possessions Card Person #6
Living Card Person #1	Living Card Person #2
Living Card Person #3	Living Card Person #4
Living Card Person #5	Living Card Person #6

People Who Came West

Pick up a People Card	Roll again!	You're on the move!	Where are you from?	Skip ahead one!	Who is your family? Pick up your Family Card	Go back three!	You go a slow start, go back 2 and get your family	Who are you?
								How are you doing?
Stake a Claim!	Roll again!	Lost a step in your travel plans. Go back 3	Go back 4. You forgot a family member!	Going west!	How are you traveling west? Pick up your Travel Card	Roll again!	Skip a turn	Going west for Free Land!
Why are you going west? Pick up a Reason Card.								
You're on the move!	Life seems good!	Are you going to stake a claim? Go back 4.	You're moving right along. Pick up a card of your choice.	Build a house!	Go back 2	You are going west!	Skip ahead 3!	Your house fell down! Go back 4 and build again.
								How are you doing?
DO YOU KNOW WHO YOUR PERSON IS?	Can you make it? Go back 1	What did you do? Pick up a Living Card	Skip ahead one.	You forgot a bag. Go back 3 and get it.	Roll again!	Didn't plow deep enough. Go back 2 and plow again.	What did you bring with you? Pick up a Possession Card	Plow some land

5. Explain to students that just as the narrative said, people coming west were led to believe that there were established towns, fertile soil and plenty of rainfall (to dispute the "desert" idea) out west. Many of the homesteaders were unprepared and brought very little with them
6. Tell students that the railroads and towns out west sent representatives to the eastern United States and Europe to get people to move to the Great Plains. Often the representatives used propaganda to make the area seem better than it really was. Show some of the signs that the railroad used. Ask students what they see in the signs.
7. Ask students to imagine that they are town leaders in a small town out west and there are very few people living nearby. The people around the town have come to them and asked them to go east and get some people to move to their community. What would they say to get people to move? Have students design their own propaganda sign.

An Exploring Experience: Have students draw and map their journey to their homestead claim. Have students create a propaganda pamphlet for the communities they live in now to entice people to move there. What would they show and write in their pamphlet? Have students contact their local Chamber of Commerce and ask for the information they send to people thinking about moving to their town. Have students bring in examples of modern day propaganda with promises or exaggerations.

Unit 4, Activity 3

Bringing It Along

Theme:

Representatives of western towns and railroads handed out propaganda to people to entice them to move west. Misled by these advertisements, many homesteaders came west unprepared for life on the Great Plains.

Objectives:

1. Students will be able to state how homesteaders came west.
2. Students will be able to state what people thought the west looked like and how they arrived at that idea.

Materials Needed: Map of the U. S. in 1860, People Who Came West Cards from Activity 2, examples of the railroad poster and ads

Subject: social studies

Skills: thinking, applying, analyzing, organizing

Methods: Students will learn the way many people traveled west to stake a claim. They will also learn about the *propaganda* the town and railroad representatives used to entice people to homestead.

1. Display a map of the U.S. in 1860 - 1930 that includes transportation trails and railroad lines. Ask students for modes of travel? Ask students how they think homesteaders traveled west to stake a claim?

2. Read the narrative statement

Narrative:

I made a fair living back east, but I didn't own my own place. Blacksmithing was honest hard work, but I wanted something more, a place to call my own, to build and pass on to my children. I wasn't quite sure where that would be until I heard about the land the government and the railroads were offering out west. The railroads advertised all over with pictures of established towns and rich soil for planting crops. All one had to do was go west and stake a claim on free land. They said if you planted crops they would grow right before your very eyes. The soil out west was just waiting to be worked and used. At least that's what the advertisements said. I headed West by train to Omaha in the Nebraska Territory. Then I bought a buckboard and a team and rode west to find a claim.

3. Give students the following information:
 1. The transcontinental railroad was completed in 1869.
 2. The stagecoach was in heavy use where trains were not available.
 3. Wagons, buggies & buckboards were still in use by individual families to get around.
 4. River boats could be used on the Mississippi and Missouri Rivers; many other rivers out west were too shallow or rocky for river boats
 5. The automobile was in use in 1909, but most people could not afford one. It was not generally used until the 1920's and 1930's.
4. Have students pull out their "People Who Came West" cards from Activity 2. Have students return to their original groups. The students need to ask the following questions of each other in regard to their people cards: 1) Where did that person come from? 2) How did that individual get from his/her place of origin to the west? 3) Did they change modes of travel? 4) How many different modes?